



# Improving Teacher Quality State Grants, Teacher and Principal Training and Recruitment Fund

## Title II, Part A

### Elementary and Secondary Education Act (ESEA) and Equitable Services to Non-Public Schools

Isbelia Arzola

Iowa Department of Education

# Agenda

- Purpose of Title II A
- Equitable service requirements - Title II A
  - Characteristics of Services
    - Professional Development
  - Consultation
  - Assessment of Needs
  - Expenditures
  - Formal Complaints
  - FAQs

[www.educateiowa.gov](http://www.educateiowa.gov) – Title II A – Spring 2015

# Purpose

*"The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified".*

ESEA

# Characteristics of Services

- Title II A provides funds for **Professional Development services** for Private school teachers and other Educational Personnel
- Public Schools may use Title II, Part A funds for a variety of teacher-quality activities that may or may not include Professional Development. However, services for private school teachers must be for professional development.

[www2.ed.gov/policy/elsec/guid/equitableseguidance.doc](http://www2.ed.gov/policy/elsec/guid/equitableseguidance.doc)

# High Quality Professional Development

- The term means PD that meets the criteria contained in the definition of professional development in *Title IX*, Section 9101(34) of ESEA. PD includes, but is not limited to, **activities** that:
  - Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
  - Are an integral part of broad school-wide and district-wide educational improvement plans;
  - Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;

# High Quality Professional Development, cont.

- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.
- Designed to meet the **needs of students**

# Characteristics of Services for Nonpublic Schools

- Services must be
  - **Secular**
  - **Neutral**
  - **Non-ideological**
  - **Supplemental** in nature
  - **Not supplanting** what the private school would otherwise provide absent the federal education services
  - Services must be **allowable, reasonable, necessary**

# Title II, Part A services are for:

- Improving knowledge in core academic subject and effective instructional teaching strategies
- Training in:
  - Effectively integrating technology
  - Teaching students with different needs, disabilities, and limited English proficiency
  - Methods of improving student behavior, identifying early interventions, and involving parents
  - Leadership development and management; and
  - Use of data and assessments to improve instruction and student outcomes.





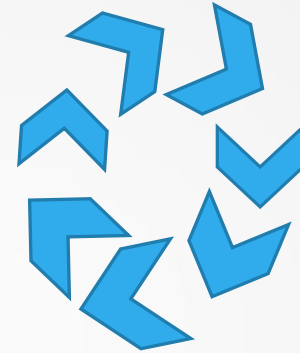
# Professional Development Funds

- 2001 PD funds from Eisenhower and Class Size Reduction
- Current year PD allocation
- Higher # will apply

# Consultation

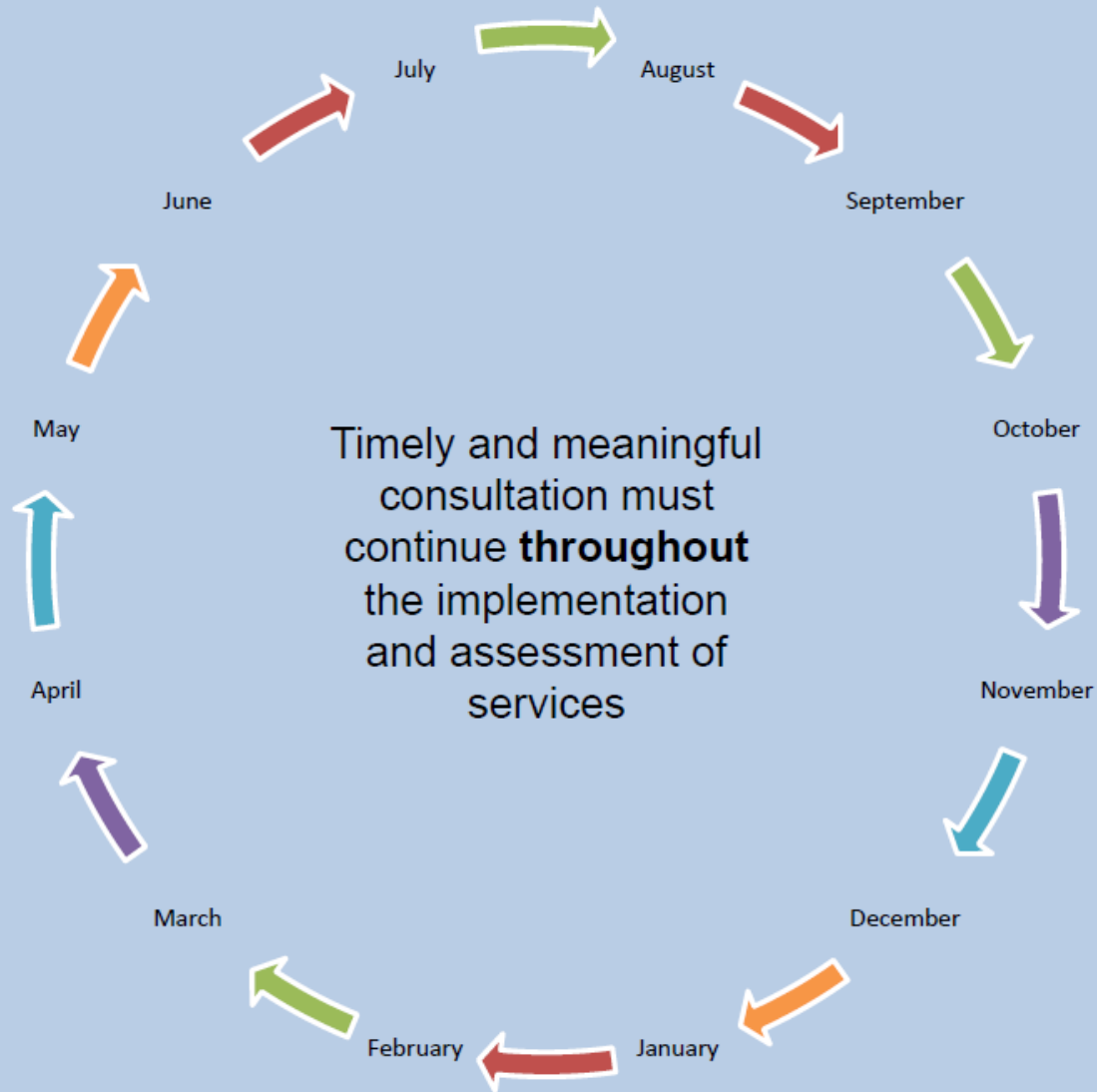
- It is a required, ongoing process of communication between public and nonpublic school officials
- Professional Development is determined through the consultation process
- LEAs are required to engage in **timely and meaningful consultation** with private school officials
- Provide private school teachers and principals with an **opportunity** to participate in professional development activities **equivalent** to the opportunities provided to public school teachers
- It is not sufficient for the LEA to invite the Private school to participate in their PD

# Consultation



- LEA initiates consultation with private schools within its boundaries
- Meeting should take place at least annually (early spring to allow maximum participation).
- LEAs inquire whether NPS would participate in LEAs PD
- LEAs and NPS assess and address the needs of private schools teachers (at least annually)
- Provide services that meet the needs of NPS teachers
- Spend an equal amount of funds per student to provide services (based on a formula).

# Consultation



ONPE@ED.GOV

# Timely and Meaningful Consultation

- How the students' **needs** will be identified
- What **services** will be provided (based on data)
- **How and where** services will be provided
- How **services** will be assessed (Data)
- How the results of the assessment will be used to improve services (**supplement not supplant**)
- What service delivery mechanisms will be used to provide equitable services
- **Who** will provide services
- **Amount of funds** available to serve private schools

# Timely and Meaningful Consultation

- Size and scope of the services
- How and when services will be provided
- Consideration of the views of the NPS regarding the use of third-party providers
- Disagreement on contract services – written explanation.
- Continuous consultation throughout the year
- Consultation must occur before LEAs make any decision that may affect the opportunities to participate.
- Reimbursement program only

# Useful forms for Consultation

**TITLE IX, PART E  
UNIFORM PROVISIONS  
SUBPART 1—PRIVATE SCHOOLS**

*Equitable Services for  
Eligible Private School Students, Teachers, and Other  
Educational Personnel*

*Non-Regulatory Guidance*



Office of Non-Public Education  
Office of Innovation and Improvement  
U.S. Department of Education  
*Revised March 2009*

# Useful forms for Consultation

- **J-3. Sample General Consultation Timeline** Note: This is not an official U.S. Department of Education document. It is provided for sample purposes only and should not be considered as a required document when administering *ESEA programs*.
- **J-5. Sample Consultation Checklist For Local Education Agencies . Note: This is not an official U.S. Department of Education document.** Adapted with permission from *NCLB Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators, Orange County, Calif., Department of Education, 2006.*
- **J-6. Sample Consultation Meeting Attendance Sign-in Sheet** Note: This is not an official U.S. Department of Education document. It is provided for sample purposes only and should not be considered as a required document when administering *ESEA programs*.
- **J-7. Sample Private School Consultation Meeting Agenda** Note: This is not an official U.S. Department of Education document. Adapted with permission from *NCLB Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators, Orange County, Calif., Department of Education, 2006.*



# Useful forms for Consultation

- **J-8. Sample Needs Assessment and Program Development Plan** Note: This is not an official U.S. Department of Education document. The form is for sample purposes only and should not be considered as a required document when administering ESEA programs.
- **J-9. Sample Private School Consultation Meeting Log** Note: This is not an official U.S. Department of Education document. Adapted with permission from *NCLB Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators, Orange County, Calif., Department of Education, 2006.*
- **J-10. Sample Private School Consultation Planning Sheet** Note: This is not an official U.S. Department of Education document. Adapted with permission from *NCLB Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators, Orange County, Calif., Department of Education, 2006.*
- **J-11. Sample Intent to Participate Form** Note: This is not an official U.S. Department of Education document. The form is for sample purposes only and should not be considered as a required document when administering *ESEA programs.*

# Expenditure

- The law establishes a minimum must be set aside for professional development for private school staff. The LEA must assume that the amount it spends that year on all professional development is at least what it was spent for professional development in 2000-01.
- The **LEA remains in control of the federal funds and** maintains ownership of materials, equipment and property purchased with such funds.
- LEA is responsible for 100% of Title II A funds



## **IMPROVING TEACHER QUALITY STATE GRANTS**

**ESEA TITLE II, PART A**

**NON-REGULATORY GUIDANCE**

**Revised**

October 5, 2006

Academic Improvement and Teacher Quality Programs  
Office of Elementary and Secondary Education  
U.S. Department of Education

- Section G – Private School Participation

# State Reimbursement Process

- Quarterly Basis
- Cover letter
  - Date
  - Attention to Isbelia Arzola
  - Total amount requested
- Copy of the Ledger
  - Showing finance codes
  - Description
- Non-public schools – send invoices to Public schools for reimbursement – public schools need create accounts in their system for each nonpublic school. The state verifies amount, and balances; SEA may audit public schools at any time.

# Formal Complaint

- **A formal written complaint to the IDE must include:**
  - A statement that the LEA, has not provided a meaningful consultation
  - The facts on which the statement is based and the specific statutory or regulatory requirement allegedly violated; and
  - The signature of the complainant.

# FAQs

- **Q. Does the professional development program for private school teachers have to be the same as the professional development program for public school teachers?**

# FAQs

- **Q. Is the SEA required to provide equitable services in State level Title II, Part A activities?**

# FAQs

- **Q. May Title II, Part A funds be used to pay for a private school teacher's attendance at a professional conference sponsored or conducted by a faith-based organization?**



# FAQs

- **Q. May an LEA use Title II, Part A funds to write a reimbursement check to a private school?**

# FAQs

- **Q. May private schools within the same district request that the LEA pool Title II, Part A funds?**

# FAQs

- **Q. Who serves as the private school official representing the private school in the consultation process?**

# FAQs

- **Q. May Title II, Part A funds be used to pay for professional development for private school principals and superintendents?**

# FAQs

- **Q. May Title II, Part A funds be used to purchase equipment and materials?**

# FAQs

- If a private school requires and annually provides, as part of its teacher contract, four days of professional development, may the LEA provide, on these same days, professional development supported by *Title II, Part A funds*?

# FAQs

- **Q. May Title II, Part A funds be used to purchase equipment and materials? (continued)**
- **ALLOWABLE USES**
  - DVDs
  - Reference books that are part of the provided professional development.
- **NON - ALLOWABLE USES**
  - Text books
  - Technology
  - Any item intended to be used by students.

# Recent Questions

- What is the role of the Third party provider?
- How should public school districts process the nonpublic PD portion of Title II A
- What do districts do with the check returned by the AEA for unused funds?
- How important it is to have a meaningful consultation?
- Are public schools going to control what the non-public schools get to spent their PD \$ for services on?



# Recent Questions

- What will be the involvement of the AEAs?
- Can funds be used for re-licensure or graduate credit?
- Can non-public schools opt out of these funds?
- What is the timeline to spend funds?
- Can it be used for conferences?
- One day training?



# Questions

Thanks

Title II - A contact

Isbelia Arzola

[isbelia.arzola@iowa.gov](mailto:isbelia.arzola@iowa.gov)